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THE EIGHTEENTH MICHIGAN CLASSICAL CONFERENCE

FRANCIS W. KELSEY
The University of Michigan

The Eighteenth Michigan Classical Conference was held in Ann Arbor March 26, 27, 28, and 29, 1912, in connection with the annual meeting of the Michigan Schoolmasters' Club. The joint session of Tuesday evening was held in the Auditorium of the Ann Arbor High School; the other sessions, in the Memorial Building of the University of Michigan.

A brief business meeting was held at 4 o'clock on Thursday afternoon. It was voted to formulate the working plan of the conferences, so as to define more clearly the duties of the officers, and a committee of three was raised with instructions to report at the next Conference.

At the close of Professor D'Ooge's address on Friday afternoon Professor George A. Williams, of Kalamazoo College, presented the following resolution:

WHEREAS, Professor M. L. D'Ooge has tendered his resignation of the chair of the Greek language and literature in the University of Michigan, to take effect at the close of this academic year:

We, members of the Classical Conference, desire to express to him our high appreciation of the great value of the fifty years of service which as teacher in school and university he has made memorable by his inspiring instruction, and of the large contribution which he has made to classical learning by his successful labors as Director of the American School at Athens, by his skilful editing of Greek masterpieces, by his learned work in *The Acropolis*, and by his numerous addresses on classical themes; and we beg to assure him of our sincere wishes for his happiness in the years of leisure now awaiting him.

The resolution was seconded by Professor J. T. Ewing, of Alma College, and others, and was passed by a rising vote. Professor D'Ooge responded briefly; an engrossed copy of the resolution was afterward prepared and delivered to him.

The program follows, with references and abstracts.¹

PROGRAM

Tuesday Evening, March 26

Joint Session of the Classical Conference and the Ann Arbor Art Association.

Presiding Officer

THEODORE W. KOCH, University of Michigan
President of the Ann Arbor Art Association

i. Lecture: The Excavations and Discoveries at Cyrene in 1910-11.

F. W. KELSEY.

By way of introduction the ancient sources for the history of Cyrene were indicated; its political and commercial importance, and the discoveries before 1910, were briefly characterized.

The excavation of Cyrene was first proposed by Professor Charles Eliot Norton, the founder of the Archaeological Institute of America, but many years elapsed before conditions were sufficiently favorable to warrant the undertaking. In December, 1909, the Council of the Institute authorized the taking of the preliminary steps. In May, 1910, an iradé was granted by the Turkish government, and Richard Norton was requested to make a more careful inspection of the site than had been possible in previous reconnaissances; an account of this journey was published, with illustrations, in the *Bulletin of the Archaeological Institute of America* (II, 57-67) under the title: "From Bengazi to Cyrene."

In order to defray the cost of the work in the earlier stages the sum of fifteen thousand dollars a year for three years was made available in subscriptions and pledges. The direction of the undertaking was placed in the hands of a Commission of the Archaeological Institute consisting of Allison V. Armour, of New York; Arthur Fairbanks, of the Museum of Fine Arts, Boston; and D. G. Hogarth, of the Ashmolean Museum, Oxford.

The staff organized for the excavation consisted of Herbert Fletcher De Cou, Joseph Clark Hoppin, Charles Densmore Curtis, and Lawrence Mott, Americans, and Dr. Arthur F. Sladden, an Englishman, with Richard Norton as director in charge of the operations. In October, 1910, Mr. Armour conveyed the party in his yacht to the landing-place nearest the site, and also transported the supplies. The many difficulties incident to commencing work of the kind in an inhospitable country were met, and overcome.

Of especial value in establishing friendly relations with the natives were the skill and generous help afforded by Dr. Sladden, who had a "consulting room" and surgery first in a tent, later in a large and well-lighted ancient tomb; in seven months he treated 721 cases, recording 1,229 visits of the natives.

The work of excavation continued, with interruptions, from the end of October, 1910, to April, 1911. On March 11 Mr. De Cou was shot and instantly killed by

¹ Commencing with the Classical Conference of 1913 a series of addresses will be given upon the relations of the modern subjects to the ancient. The first address, on "The Paradox of Oxford" will be given by Mr. Paul E. More, editor of *The Nation*, on the evening of April 4, in University Hall, Ann Arbor.

Arabs "who had never had any relations or dealing whatever" with any member of the expedition; "they did not belong to the neighborhood, but were hired and sent from more than fifty miles away to commit the murder." The time has not yet come for a final statement in regard to the motives which actuated the hiring of the assassins by utter strangers, who, there is reason to believe, desired to drive the excavators from the country by killing the director, but through a misunderstanding caused the death of Mr. De Cou instead.

The results of the excavation, considered as a first season's work, far exceeded expectations. Though the architectural remains unearthed are not without interest, of greatest importance are the sculptures; among these is a head of Athena of the best period of Greek sculpture, and a headless statue above life size resembling the Nike of Samothrace. Many minor objects were discovered, including some three thousand complete, or nearly complete, votive figurines, and a number of inscriptions. The inscriptions are soon to be published in the *American Journal of Archaeology*; the finds are briefly treated, with illustrations, in the *Bulletin of the Archaeological Institute* (II, 141-67, plates XLVII-LXXXI; Dr. Sladden's Report on the medical work follows, pp. 168-76).

The campaign of 1911-12 was fully planned and the excavators were on their way to the site when they were stopped at Malta by the breaking out of the war between Italy and Turkey; unfortunately it has not yet become possible to resume operations.

Wednesday Afternoon, March 27

Presiding Officer

PROFESSOR GEORGE A. WILLIAMS, Kalamazoo College

2. Some Roman Ruins in Tunisia.¹

PROFESSOR JOHN G. WINTER, University of Michigan.

Published, with 11 illustrations, in *Records of the Past*, XI (1912), 111-24.

3. High School Latin from the Point of View of the Second-Year Pupil.

MISS EVA P. CARNES, South Haven High School.

Published in *Journal of the Michigan Schoolmasters' Club*, Forty-seventh Meeting (1912), 35-41.

4. A Method in Second-Year Latin.

MISS HELEN B. MUIR, Ypsilanti State Normal College.

Journal of the Michigan Schoolmasters' Club, Forty-seventh Meeting (1912), 41-48.

5. Discussion of Papers 3 and 4.

MISS ALICE PORTER, Ann Arbor High School.

Miss Porter's remarks were followed by a spirited and fruitful general discussion, which was resumed on Thursday afternoon after the paper by Miss Allison (p. 197). It was decided to continue the discussions at the Conference of 1913; a committee was appointed to arrange the topics and secure speakers.

¹ Illustrated with the stereopticon.

6. The Views of Quintilian on the Causes of the Corruption of Oratory.

PROFESSOR WILBER J. GREER, Hope College.

The fact that Quintilian's views were in any degree determined by the educational theories and conflicts of his own and preceding times has been largely overlooked—a fact which makes all the more striking the claim of von Arnim (*Dio von Prusa*, pp. 91 ff., 134, etc.) that Quintilian was a champion of the practical education advocated by the neo-Sophists. The paper upheld von Arnim's view and endeavored to show that Quintilian's explanations of the causes of the corruption of oratory in his day proceeded from this point of view.

As a schoolmaster Quintilian believed that the decline of oratory was due to faulty methods of education. In the time of Cicero and the so-called *veteres* oratory was sound. At that time it was made to serve the purely practical end of victory in the law court or in the assembly. Its watchword was *utilitas*. After Cicero's time declamation came increasingly into vogue, an exercise which Quintilian regarded as originally meant to train for speaking in real contests in the forum.

But the origin and purpose of declamation were soon forgotten and the ignorance of teachers regarding its origin, and the licenses they took in changing its character, became the chief causes of the corruption of oratory. It was no longer a "practical" exercise, but a vain elocutionary display, unfitting one for real contests in the forum; the new watchword was *ostentatio*. Of this Quintilian disapproved, as Cicero and all those under strong Sophistic influence would have done under like conditions.

7. Some Instances of Blood-Rain in Mediaeval Records.

PROFESSOR JOHN S. P. TATLOCK, University of Michigan.

To be published.

8. Light on New Testament Problems from a Manuscript of the Gospels in the Freer Collection.¹

PROFESSOR H. A. SANDERS, University of Michigan.

This paper presented in concise form several conclusions which are more fully stated, with the evidence supporting them, in *University of Michigan Studies*, "Humanistic Series," Vol. IX, Part I (1912).

Thursday Afternoon, March 28

Presiding Officer

PROFESSOR B. L. D'OOGE, State Normal College

9. The University Collection of Inscriptions Recently Mounted on the Walls of the Stairways of the Memorial Building.¹

F. W. KELSEY.

The epigraphic collections of the University of Michigan fall into two classes, originals and reproductions.

Under reproductions are comprised squeezes, rubs, and photographs of inscriptions at Pompeii, in the Vatican, Capitoline, and Terme Collections in Rome, and in the Naples Museum. These are now assembled in the Memorial Building and in the near future will be made available for study.

¹ Illustrated with the stereopticon.

The original inscriptions comprise tablets and a few other inscribed objects of marble, three painted inscriptions (one Etruscan) upon cinerary urns, a mosaic, and eleven pieces of lead pipe inscribed with raised letters. There is also a collection of brick stamps from Rome, which (including incomplete as well as complete examples) represent more than 250 types, the number of specimens being above 400. They were treated in two papers, by Mr. H. M. Gelston and Mr. I. B. Hunter, at the Classical Conference of 1905.

The tablets mounted on the walls of the stairways in the Memorial Building number 360; of these 345 are Latin, 15 Greek. The greater part formed the collection of Giuseppe de Criscio, parish priest of Pozzuoli, who for half a century pursued with ardor the study of the antiquities of the region. One hundred and forty-eight of the De Criscio inscriptions were published in the tenth volume of the *Corpus Inscriptionum Latinarum*, others in the eighth volume of the *Ephemeris Epigraphica*, and others still in the *American Journal of Archaeology* for 1898; a few are yet unpublished. While the majority of the inscriptions are sepulchral, other classes are represented. Of especial interest is a dedication to the Emperor Augustus set up in his lifetime; there are a number of tablets commemorating the lives and service of officers and marines of the imperial fleet stationed at Misenum, and preserving the names of galleys.

Of the tablets from Rome, now mounted with the others, an account was given at the Conference of 1911 (*School Review*, XX, 177).

All the inscriptions were the gift of friends of the University; Professor Walter Dennison conducted the negotiations for their purchase and arranged the exportation from Italy. A volume on the inscriptions, by Professor Dennison, is in preparation.

10. Bridging Bryce's Twenty Years.

MISS GENEVIEVE DUFFY, Detroit Central High School.

The reference in the title of this paper is to the following passage in a Phi Beta Kappa address given by Hon. James Bryce in Ann Arbor, April 4, 1911:

"It is much to be regretted that the number of men who are studying Latin is becoming small, and the number of those studying Greek, infinitesimal. I venture to predict, however, that if the universities can safely pass the danger period that is threatening us now, in twenty or thirty years there will be a great reaction in the attitude toward these ancient literatures. The pressure of intense competition in business will diminish in the next generation; the great corporations will have largely completed their exploitation of natural resources; gainful occupations will relatively decrease in importance; the ideals of men will return to those subjects in which the ancient literatures contribute to make life rich and enjoyable, and the study of the classics will revive."

The speaker urged, as a means of safeguarding Latin in the immediate future, a more skilful adjustment of the course of study to the mental development and needs of the student, particularly in the earlier years; in particular, the speaker maintained that Caesar is not well adapted for the first Latin reading of pupils who have had only one year of Latin.

11. Possibilites.

MISS MAUDE PARSONS, Kalamazoo State Normal School.

"In the first place, are all teachers of the classics as enthusiastic as they should be, and has not the lukewarm attitude of some done as much harm to the cause as the

arguments of opponents? For my part, I have no sympathy with any teacher who is a pessimist, particularly a teacher of the classics. Unfortunately there are some who though outwardly enthusiastic are always complaining in private of the present state of affairs. They seem to be doing nothing, however, to improve the situation.

"In preparing this paper, I asked thirty or more teachers of other branches and a number outside of the teaching profession if they would take less Latin and Greek were it in their power to choose again in their high-school and college courses; with the exception of one, all said that they certainly would not take less, and several said they would devote more time to the classics. When we find so many parents and teachers of this opinion why is it that so many now-a-days do not take up Latin at all, and so many lose interest after the first year, so that few in comparison with the number who commenced Latin complete a four years' course? Although the blame is variously placed, I believe it belongs many times to the teacher. Are we doing all that is possible for us to do in promoting and advancing our work?

"Altogether too much fuss, it seems to me, is made over the work of the second year; if less talking were done and more of something else to make that year attractive, I fail to see why it should not be as agreeable as any year. It seems to me to present very great possibilities.

"Professor B. L. D'Ooge's *Beginning Latin Book*, which I have been using the past year, has a short dedication, which impressed me: 'This little work has been dedicated to my small son who has taught me many things which ought to be said and many which should be left unsaid.' In these few words in my judgment lies the keynote of the success of a good teacher.

"There is no department in the high school that needs good illustrative material so much as the Latin department. The Latin room ought to be equipped with good pictures of classical subjects, good reference books, charts and maps; the pupils should be taught how to use them, and encouraged to do so, being shown the advantage of such knowledge in connection with their other work.

"A small bulletin board in the corner of the room, preferably near the door where the pupils pass in and out, has been found in our school an excellent place for clippings of interest or references to magazine articles, for example concerning the Olympic games, excavations around Rome, Ostia, Herculaneum, and Crete and other subjects too numerous to mention. The student should be made to realize the close connection between the ancient times about which he is studying, and the present.

"During the past year, a Classical Club in our school has proved interesting and instructive not only to the members of the Latin classes but to some others who were admitted to membership because they were interested in the work we were doing. We have had two meetings a month, in one of which a literary program of classical subjects was presented, in the other we have devoted our time to the study of the private life of the Greeks and Romans. This meeting has been of a social nature. We have played Roman games, and a mythological game, and learned some Latin songs. Several times some of the students have contrived simple costumes and sometimes we have had simple Roman refreshments, such as coarse brown bread, milk, and honey.

"The spirit of play has so taken possession of the work in the grades, and domestic science and art are taught in a fashion so different from that which has prevailed or can prevail in Latin classes, that (in the language of the vernacular) 'it is up to us' who are teaching this subject not only actually to teach Latin but to make it so attractive that the pupil will find it as full of life as any other subject. But please

do not think that I believe that Latin can be learned without hard work in this generation any more than in the preceding ones. The times have changed and we must use tact in meeting their requirements.

"To illustrate work in class, boys mechanically inclined have at different times made engines of war, and one time an excellent 'Caesar's bridge' was made. The boys would gather around it, out of class, and examine and discuss every part of it; it goes without saying that they could translate the passage better in consequence. As a rule boys who take much work in manual training are not found in the Latin classes, but occasionally one does stray in and he can be very helpful and ought to be encouraged along that line.

"Many times, in answer to inquiries made concerning the scholarship of pupils about to graduate it has been my pleasure to note that the honor pupils were those who had had four years of Latin; almost invariably I have found that those who did the best work for me in Virgil were the best in English literature. I feel like congratulating myself that even if the Latin classes are smaller than they should be, after the first two years at least, as a rule I am dealing with the best students in the whole school.

"The possibilities rest largely with the teacher. Judging from the teachers of the classics with whom it has been my good fortune to be associated, I am bound to believe that they will be increasingly realized."

12. Latin for the Average High-School Student.

MISS ELIZABETH L. WILCOX, Jackson High School.

Journal of the Michigan Schoolmasters' Club, Forty-seventh Meeting, pp. 48-51.

13. Discussions of the Papers Numbered 10-12.

MISS CLARA J. ALLISON, Hastings High School.

We have listened to a threefold discussion of our subject. The first paper afforded a general survey of the field of secondary Latin; the second discusses the teacher's duty in this field, while the third directs attention to the changed conditions which both teacher and pupil of today must meet. Miss Wilcox has laid especial emphasis upon the fact that our work is neither with the trivial nor with the insignificant, but with that which is fundamental in all things educational; and this is a conviction necessary before we can meet Miss Parsons' requirement of being "teachers who will vitalize our subject."

We are in the midst of an era of democracy in education as elsewhere; our classes are no longer filled with an intellectual aristocracy, but with pupils of all sorts and conditions, and we owe them the privilege of being trained for citizenship in that state of living which has hitherto been the prerogative of the favored few. To every pupil, however unpromising, who enters our classes we must afford the means of attaining whatever benefits are to be received from the study of Latin. When these pupils fail, dulness is not the cause; rather they are not fitted by inheritance of previous training with the little direction they receive, to do the exacting work demanded by Latin.

The remedy therefore lies not so much in changing present requirements as in seeing that pupils are so directed that they can pass the first two years with some feeling of achievement. We are not so much in need of new subject-matter, nor yet of a lesser amount, as we are of additional periods in the first year, during which the class working with the teacher may learn to conserve their efforts, studying sentences clause by clause, coming to recognize the importance of connectives and verbs in

revealing the thought, rather than groping about in what to them is a confused jumble of words and forms, wasting time in mere stringing together of words at random.

Efficiency is the slogan of today. Decide in your own minds whether in the Latin class you can best gain this through a change from our present subject-matter or, if you have your choice, by careful personal supervision of your pupils' study as well as their recitation. The plan is feasible and has been tried out in one school. In that school one additional class period per day (all beginners being required to keep this hour free for the work in Latin) has served for two classes of beginners, and the results from an economical viewpoint have been such as to justify, in the eyes of the administration, the arrangement of the extra hour.

14. The Statue Lately Discovered on the Site of Antium.¹

PROFESSOR HERBERT RICHARD CROSS, University of Michigan.

The speaker presented a number of slides showing the nearest parallels to the type of the so-called Fanciulla d'Anzio, interpreting the statue as a work of the early Hellenistic period. The question whether the statue represents a youth or a maiden was not decided, although the evidence brought forward seemed to sustain the view that a youthful priestess is represented.

Friday Afternoon, March 29

Presiding Officer

PRESIDENT EMERITUS JAMES B. ANGELL, University of Michigan

15. The Crane, the Classics, and the Boy.

PROFESSOR E. D. DIMNENT, Hope College.

16. The Classical Club in College Work.

PROFESSOR JOHN T. EWING, Alma College.

Three important aims of the college course in the classics are the attainment of reading power, the acquisition of knowledge of ancient life, and the appreciation of the quality of that life as an influence for culture. There are three difficulties in the way of the attainment of these aims, namely, the limited time in recitation, the formality of recitation, the limitation of independent work. It is proposed to devote the recitation periods in the main to the development of reading power and to utilize the "classical club" in realizing the other aims of classical instruction. As reasons for this suggestion it is maintained that the club would encourage independent work, that its freedom would be stimulating, and illustrative material could be more conveniently used. In the conducting of such an organization it is suggested, first, that student members be put in charge of its affairs with the exception of the preparation of the programs; second, that the programs be so arranged as either to supplement the work of the classroom, or to touch matters entirely outside of its scope; third, that variety should be sought through the preparation of special programs; fourth, that extended courses in the history of art, private life, etc., may be pursued, if preferred; fifth, that recognition should be made of work of satisfactory quality, preferably in honor points.

¹Illustrated with the stereopticon.

17. *The Ligue pour la culture française.*

PROFESSOR J. R. EFFINGER, University of Michigan.

The *Ligue pour la culture française* is an organization formed in France to defend humanistic, particularly classical, studies against the assaults of philistinism. Professor Effinger's paper is published in full in the *School Review*, XX, 401-6.

18. The Humanizing of the Latin Teacher.

MISS FRANCES J. BROWN, Port Huron High School.

Published in *The Classical Journal*, VIII, 109-14, and *Journal of the Michigan Schoolmasters' Club*, Forty-seventh Meeting (1912), pp. 51-56.

19. The Teaching of Virgil in Relation to the Development of the Appreciation of Literature.

PROFESSOR F. C. DEMOREST, Albion College.

The appreciation of Virgil's *Aeneid* is the capstone, and the human development of the pupil which comes from its appreciation is the goal, of the Latin teaching of the high-school course. Such a goal will have an enlightening and humanizing effect on all the earlier studies of the Latin course. Then, too, something of the Greek spirit must be infused into the Latin study, even as it was infused into Latin life and literature.

The appreciation of meaning is the thing of vital importance; meaning of word, of phrase, sentence, paragraph, or reference, as it appeared to the intellect of the Roman. This will materially aid in the mastery of forms even, for that which fills the form fixes the form in the memory. To this end the teacher must be a vitalizing embodiment of the Roman spirit. The age at which the pupil begins the study of Latin is favorable to this emphasis. It is the age of transition from unthinking imitation to thoughtful consideration and comparison of differences, the age at which the pupil is hungry to meet conditions and know situations and things to which he has not been accustomed. The very beginning of Latin should be like a miniature Age of Pericles or Period of the Crusades in the variation from the usual in his experiences. The teacher of the beginning classes should be master of the life and spirit of the Romans as well as know the forms of the language, and should saturate all the work with the Roman spirit. It is a pity to have a beginning book make too much of an effort to use in its first lessons only those words which are transliterations of English words, such as "rosa," "longa," "oceanus," "servus," etc., or words whose meanings are very easily perceived from allied English words, and thus lose the sense of newness and the stimulus to consideration of differences of meanings. It is a mistake to allow the pupil to get the impression that the Latin language is simply a different terminology and phraseology for the very same concepts with which he has been familiar in his immediate environment. Here, too, is the secret of the difficulty so frequent in mastering the vocabulary of the Latin. No Latin word means exactly the same as the so-called English equivalent. If the pupil shall be led by a teacher well acquainted with the civilization of Rome to appreciate the differences in the meanings he will no longer be trying to remember two words for the same thing. He will have a newness of meaning with which to hold the new word. He will attach the word directly to the meaning rather than to an English word, and this meaning will weld the word to the memory as no English word could. This kind of thing leads to the appreciation of meaning

that is the touchstone of all literature. All is to be appreciated as a mold of life experience. Herein, I think, is the fundamental defect of our Latin teaching as a whole.

The human condition of the adolescent with the widening and deepening appreciation of nature and of things spiritual is ripe for the appreciation of such a poem as Virgil's *Aeneid*. No high priest of any age ever had greater function or better opportunity. Now, if ever, is the time for initiation of the youth into sympathetic appreciation of deep-souled literature—into the highest and deepest meanings of life.

Here is need of a teacher with vision, for "where there is no vision" the pupils perish. Here the pupil is expected to give attention to material which seems at first sight to contradict all previous training. Heretofore he has been putting away childish things. Now he has come to a place where "except he become as a little child he cannot enter the kingdom." It is well for the teacher to refresh and saturate himself with the inspiration that one gets from re-reading the great poets of Nature. Everything depends on freshness, eagerness, sympathetic insight. Read Wordsworth, Shelley's "Defense of Poetry," Carlyle's "The Hero as Divinity." As the pupil reads

"Iudicium Paridis spretaeque iniuria formae,"

let him read or have read to him appreciatively Tennyson's "Aenone." The pupil is easily led to see that this is not an idle dream, but that it is packed with meaning, fresh and modern as well as ancient; that this old tale of the Trojan war tells the central truth about his own life and indeed about all lives. This insight comes to the young pupil with searching suggestiveness, and puts a freshness of interest into the whole subject which he had not anticipated. It is easy to suggest forthwith that Virgil intends his hero Aeneas to be the exact antithesis of Paris in the choice he makes. From this viewpoint Aeneas instead of being the least interesting of the characters of the *Aeneid* bids well to become the most interesting of all. The problems of his character at once present themselves, and the pupil becomes conscious of the fact that in studying the *Aeneid* he is in some sense all the while studying himself. The pupil will feel a vital kinship with that far different time and country, the great unities of human existence. This enlarging of the self, this expansion of the sympathies, is the fundamental essential to the appreciation of literature. And this kind of appreciation of the *Aeneid* as literature is at the same time the appreciation of life. It is the kind of thing to be sought in the secondary-school course of Latin.

20. Address: Greek Study in Retrospect and Prospect

PROFESSOR M. L. D'OOGE, University of Michigan.

Anniversary address, marking the completion of fifty years devoted to the teaching of Greek; published in full in the *Classical Journal*, VIII (1912), 49-59.